

2015-2016

# **IHE Masters Performance Report**

## **University of North Carolina Wilmington**

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## **Public Schools of North Carolina**

### **State Board of Education**

### **Department of Public Instruction**

#### **Overview of Master's Programs**

The Watson College of Education at the University of North Carolina Wilmington offers 5 Master's and doctoral degrees: the Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Instructional Technology (M.S.), Master of School Administration (M.S.A.) and an Educational Doctorate (Ed.D.) in Educational Leadership and Administration. Within the M.Ed. degree, we offer 11 specializations (concentrations):

- Academically and Intellectually Gifted (K-12)
  - Curriculum/Instruction & Supervision
  - Elementary Education (K-6)
  - English as a Second Language (K-12)
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- Higher Education
  - Language and Literacy Education (Reading)
  - Leadership, Policy, and Advocacy in Early Childhood Education
  - Middle Grades Education(6-9) *Currently not accepting applications due to low enrollment*
  - Physical Education and Health (K-12)
  - Secondary Education (9-12) *Currently not accepting applications due to low enrollment*
  - Spanish Education (K-12)

The Masters of Arts in Teaching (MAT) degree has seen an increase in enrollment and offers 7 specializations:

- Elementary (K-6)
- Middle Grades Education (6-9 in the academic disciplines of language arts, mathematics, science, and social studies)
- Secondary Education (9-12 in the academic disciplines of English, mathematics, science, and social studies)
- Academically and Intellectually Gifted (K-12)
- English as a Second Language (K-12)
- Physical Education and Health (K-12)
- Spanish Education (K-12)

The Masters of Instructional Technology (MIT) program provides students the opportunity to gain skills and knowledge from educational and applied psychology, instructional systems design, computer science, systems theory, and communication theory. The program allows for flexibility by offering courses both on campus and online, and allowing students to choose their mode of delivery.

The Masters of School Administration (MSA) prepares graduate candidates to be effective educational leaders who can inspire, engage, and lead others towards a common vision. The graduate program is aligned with National ISLLC Standards and the NC Standards for School Executives (NSSE). The program is described in detail in UNCW's MSA report.

The Ed.D. in Educational Leadership awards the terminal degree in the field. The program prepares aspiring leaders to be informed, proactive, and reflective change agents to improve schools and institutions of higher education for the benefit of all students. The audience

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for the program includes current B-12 public school leaders or aspiring school leaders who plan to move into school district leadership roles or who wish to improve their leadership practice through an education doctorate; aspiring leaders from related disciplines who plan to move into school or school district leadership roles; and aspiring leaders in the student support areas in higher education. There are three specializations within the doctoral degree:

- Educational Administration
- Curriculum and Instruction
- Higher Education

The Watson College of Education has been approved to offer the following graduate level certificate programs that consist of an 18-hour sequence of courses. These courses can be taken in conjunction with degree programs or as an add-on program of study.

- Online Teaching and Learning
  - Meets the needs of K-12 educators, higher education faculty, instructional design specialists, chief learning officers and other professionals and individuals who wish to design, develop, implement, manage and evaluate online learning environments.
- College Teaching and Learning
  - Enhances the teaching competencies of education professionals who see to effectively develop, implement, manage, and evaluate post-secondary learning environments. Geared toward community college instructors, adjunct instructors, and full-time faculty at four-year institutions to assist in the creation of engaging learning environments.
- Instructional Technology Specialist (ITS) & 079 Endorsement in Educational Computing and Technology Facilitation (TF)
  - Address the needs of K-12 teachers, instructional technology specialists, community college faculty/staff, and individuals interested in the design, development, implementation, and management of educational and training materials.

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## Special Features of Master's Program

Graduate programs in the Watson College of Education at UNCW focus on applications of research into practice and infusion of technology in instruction. Students are required to enroll in practicum experiences where they apply the concepts learned in the program, and they must conduct an action research project, inquiry project, or culminating project in the form of an e-portfolio, comprehensive exam, or thesis prior to program completion. These exit requirements demonstrate the relationships between theory and practice, and also document the students' development as educational leaders. Many of the courses utilize cooperative learning and peer group strategies to foster the collaboration skills necessary for success as instructional leaders. The analytical, reflective, and writing skills developed in the programs have assisted students with the National Board for Professional Teaching Standards process. The Watson College of Education offers all graduate courses at times determined most assessable to working teachers and educators: at night, summer II (after the close of the traditional academic year), and/or online to enable both full and part-time students to complete the programs.

The specializations within the MEd and MAT degrees allow candidates more flexibility to earn additional licensure, makes more efficient use of courses across specializations, and provides additional options that be implemented per candidate interest. The specializations focus on development of advanced skills and competencies in: knowledge of learners including those with diverse or special needs, assessment and instructional techniques, conducting and evaluating research (including action research and specific inquiry topics), connecting subject matter and learner needs, and leadership strategies. The programs extend the INTASC standards required for initially licensed teachers and NBPTS expectations, address state guidelines and competencies, and incorporate the NC Professional Teaching and Executive standards and those standards developed by NCATE/CAEP and national specialty area associations. The programs are consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context. Brief descriptions of the programs are included below.

The **Curriculum/Instruction & Supervision** specialization provides advanced study for individuals preparing to be effective school and district level curriculum and instructional leaders who will play a supervisory role in the professional development of others. The specializations in

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**Elementary Education** (M.Ed. and M.A.T.) addresses the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice. The **Higher Education** specialization provides social, historical, philosophical, developmental, and international perspectives of postsecondary education, and prepares students to be leaders in the Higher Education context. The **Language and Literacy** specialization addresses the acquisition and development of literacy, and is designed to develop skills in decision-making for specific literacy practices and development of structured reflection skills.

The **Leadership, Policy, and Advocacy in Early Childhood Education** specialization is an interdisciplinary program designed for those who want to work as a leader in the field of family and child advocacy, and is rooted in the necessity of support mechanisms to provide healthy development, growth, and education of families and children. The **Middle Grades Education** specialization (M.Ed. and M.A.T.) is designed to enhance skills in teaching young adolescents at the middle grades level focusing on the role and function of the teacher as decision-maker. Due to low enrollment numbers, admission to the MEd (Middle Grades) has been suspended. The **Secondary Education specialization** (M.Ed. and M.A.T.) provide advanced study in content and pedagogy. There are two opportunities within the Secondary Education MEd specializations: dual degree enrollment currently available to students of Galen University in Belize, and the domestic-centered secondary specialization at the UNCW main campus. Due to low enrollment numbers, admission to the M.Ed. (Secondary Grades) has been suspended. However, in an attempt to attract more professionals to the teaching profession (specifically targeting military personnel), a new online program has been established for distance education learners. Watson College is running two delivery methods for the Secondary M.A.T. program- face to face and online.

The K-12 areas (**AIG, ESL, PE/H, Spanish Education**) allow teachers to advance their studies by improving their knowledge and skills and seek additional licensure in one of these four areas of interest. The **Master of Science in Instructional Technology** (MIT) focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation. The **Master of School Administration** (MSA) program combines preparation in essential technical knowledge and skills (research design and implementation;

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program design and evaluation; legal issues; policy formulation; instructional leadership) with continuous emphasis on reflective practice. More details can be found in the MSA report.

## I. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	7
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	115
	Other	0	Other	7
	Total	25	Total	141
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	1	Total	15
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	19
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	91
	Other	1	Other	3
	Total	20	Total	123
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	44
	Other	0	Other	2
	Total	5	Total	56

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### B. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	32	7	1	
Middle Grades (6-9)	6	1		
Secondary (9-12)	16	1		
Special Subjects (K-12)	11	3		5
Exceptional Children (K-12)				3
Vocational Education (7-12)				
Special Services Personnel	10	1	1	1
<b>Total</b>	<b>75</b>	<b>13</b>	<b>2</b>	<b>9</b>

### C. Quality of students admitted to programs during report year.

Measure	Graduate
MEAN GPA	3.34
MEAN MAT Electronic Rubric	405.86
MEAN MAT Written	*
MEAN GRE Electronic	297.79
MEAN GRE Written	888.27
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.62
NUMBER EMPLOYED IN NC SCHOOLS	161
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	



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**D. Scores of program completers on professional and content area examinations.**

<b>Specialty Area/Professional Knowledge</b>	<b>2014-2015 Program Completers Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Curriculum Instruction Specialist	11	100
Elementary Education	6	100
English	7	100
MG-Lang Arts	3	*
MG-Math	6	83
MG-Science	6	100
MG-Social Studies	6	100
Math (9-12)	1	*
Science (9-12)	2	*
Social Studies (9-12)	5	100
Institution Summary	53	96
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**E. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Programs of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	0
Elementary (K-6)	25	54
Middle Grades (6-9)	7	26
Secondary (9-12)	17	16
Special Subject Areas (K-12)	0	5
Exceptional Children (K-12)	0	0
<b>Total</b>	49	101
Comment or Explanation:		

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**F. Time from admission into the graduate teacher education program until program completion**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate degree	41	0	0	0	0	0
Licensure Only	n/a	n/a	n/a	n/a	n/a	n/a
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate degree	6	2	0	0	0	0
Licensure Only	n/a	n/a	n/a	n/a	n/a	n/a
Comment or Explanation:						